

FACULTY DEVELOPMENT PLAN

Name

Counseling and Career Center

SELF ASSESSMENT AND GOALS

CLINICAL

- **Strengths:**
 - I care about clients' wellbeing and success in therapy. I care about facilitating the work that will enable them to meet their treatment goals and live meaningful lives in accordance to their values.
 - I have a warm and flexible therapy style that adapts to the individual needs of each client.
 - I use interventions backed by research evidence.
 - I seek feedback from clients as well as from the Counseling Center, and set goals to meet the needs of the university.
- **Skills and Competencies:**
 - Expertise in multicultural and trauma-informed treatment
 - Have worked in several treatment settings and use those experiences to inform treatment at the counseling center
 - Case management and directing clients to the most appropriate services/resources for them
- **Interests and Theoretical Orientation**
 - Theoretical orientation: humanistic/experiential psychotherapy
 - Sexual trauma and PTSD, race-related stress, anxiety, depression, eating disorders, and women's issues
- **Areas of Development**
 - Increase training in trauma-informed care, multicultural competence, and emotion-focused therapy
- **Goals**
 - Goal 1: Become Emotion-Focused Therapy Certified
 - Goal 2: Receive more training in trauma-informed care
 - Goal 3: Continue receiving training in multicultural competence
 - Goal 4: Receive Utah license by August 2018
 - Goal 5: Continue using OQ-45 to assess treatment progress with individual clients

TEACHING

- **Strengths:**
 - Care about students meeting education and career goals
 - Care about creating a respectful and engaging class environment
 - Work to create an interactive classroom environment
 - Use students' feedback to improve course throughout the semester

- Work to create a classroom environment where students can build career consistent with their values and identities
- **Skills and Competencies**
 - Use of Powerpoint and Photoshop to create class presentations and handouts
 - Competent presenter and lecturer
- **Areas of Development**
 - Set clear expectations regarding grading and course requirements
 - Communicate to the students the aims for the course, and help them understand the way assignments connect to them
- **Goals**
 - Goal 1: Incorporate more spiritual and Gospel principles into lectures to help students see ways seeking a career connects to their potential and life goals
 - Goal 2: organize and design my course so each class activity and assignment is directly connected to learning objectives
 - Goal 3: Use more in-class activities
 - Goal 4: Invite someone from the faculty center to come attend one of my classes and give me feedback
 - Goal 5: Receive feedback from other faculty having taught the same course on ways to improve the course

SCHOLARSHIP

- **Strengths**
 - Interested in building a research program that focuses on the needs of specific student groups in order to improve their college experience
 - Enjoy creating and conceptualizing research projects
 - Enjoy writing and collaborating on projects
- **Skills and Competencies**
 - Writing
 - Knowledge of community needs that need further research
- **Interests**
 - Multicultural issues, especially regarding the interaction of gender and race
 - Blood pressure reactivity to experiences of discrimination or oppression
 - Women's issues in psychology training
- **Areas of Development**
 - Become more confident in statistical analyses
- **Goals**
 - Goal 1: Continue mentoring undergraduate research assistants
 - Goal 2: Write for at least 30 minutes 4 days a week
 - Goal 3: Present research data at national conferences
 - Goal 4: Publish a paper in a peer reviewed hour by the end of 2019
 - Goal 5: Create a research agenda with monthly goals at the beginning of each semester

CITIZENSHIP

- **Strengths**
 - Genuine interest in helping create stronger communities on campus for faculty and students of color
 - Attempt to foster collaborative relationships with coworkers
 - Strong interest and willingness in collaborating with other departments
 - Care about the services my department provides for students and eager to use my clinical expertise to contribute to CAPS services meeting the needs of our current student population
- **Skills and Competencies**
 - Take initiatives to help create resources where needs are identified
 - Like working in teams and groups, and seek to include others in initiatives
 - Member of several national professional associations (e.g., APA, AWP, etc.)
 - Serve on several department committees
- **Areas of Development**
 - Foster collaboration with other departments
- **Goals**
 - Goal 1: Continue creating relationships with professors from other departments and get their input on new projects
 - Goal 2: Eat lunch with colleagues weekly
 - Goal 3: Become more comfortable sharing insights and thoughts in meetings
 - Goal 4: Collaborate more on research projects

COURSE DEVELOPMENT

Goals for next semester teaching the course:

- Continue working with the CTL to improve course and assessments
- Request feedback from peers and students

Syllabus:

CAREER EXPLORATION: WOMEN'S ISSUES

STDEV 117 Section 009
Winter 2018
Mondays 2 - 3:50 (B113 MARB)

"Your life is already artful – waiting, just waiting for you to make it art."

~Toni Morrison~

Instructor: Name

E-mail: [Namebyu.edu](#) **Office:**

Room 1500 WSC

Office hours: by appointment only

COURSE DESCRIPTION: This section of Student development 117 specifically focuses on women's issues in career exploration. The purpose of the course is to help female students to identify their professional goals, choose potential majors, get awareness of factors and barriers they will experience in their educational and professional journey, and identify ways to overcome them.

LEARNING OUTCOME

1. Knowledge of career choices: Increase knowledge of college majors, career options, and addition world-of-work factors that influence career choices in women.
2. Personal awareness: Develop greater awareness of personal qualities, interests, skills, and values that play a role in career-decision making.
3. Increased confidence: Demonstrate increased confidence and ability to make decisions as well as progress towards making career decisions.
4. Resources: Display an awareness of and ability to access educational and career information resources.

DESIRED OUTCOMES OF THE COURSE: Student Development 117 is a course in which you will be introduced to developmental decision making, and career development and choice theories. However, your main goal in the class will be to actively involve yourself in developing a better understanding of yourself and the world of work and to develop the confidence to make an informed major/career choice.

It is not necessary that you make a choice of a major or career in order to achieve the grade that you want in this class, but it will be expected that you demonstrate that you have moved closer to making a decision and that you understand the process and tools involved in making career-related decisions. Opportunities to help you understand yourself, to increase your awareness of the world of work, and to examine your own decision-making style will be provided through the activities of the class. The following are the class objectives:

1. To make a well researched and personally acceptable decision about a college major and a career choice or to have thoroughly researched possible major/career choices using the career decision-making process presented in the class.
2. To understand and apply the career development and decision-making principles introduced in the course.
3. To understand the adult developmental process and how it relates to the task of choosing one's career.
4. To become aware of personal characteristics (strengths/weaknesses, interests, unique qualities or gifts, your values, abilities, experience, style, etc.) and use this awareness to choose occupations and/or areas of study most suited to you and your goals.
5. To have deeply considered your purpose in life as it relates to your career.
6. To become practiced and confident in acquiring, processing, and integrating information about yourself and information about occupations and majors.
7. To have developed a detailed graduation plan.
8. To feel confident about interviewing for information and gathering information, and have sufficient experiences to make a thoroughly-informed career decision.
9. To wrestle with some of the traditional views about the world of work, career choices, the part career plays in one's life and in the eternal scheme of things, and future career challenges as you progress through life.
10. To help you begin thinking about how to effectively market yourself to prospective employers and how to become a respected and valued employee.
11. To understand the uses of technological resources available in the market.

COURSE MATERIALS

For the purpose of this course, it is required that you complete two interest inventories.

1. The Strong Interest Inventory (\$10)
2. Myers-Briggs (\$17)

You will receive an email with a link to the tests from the career services the week prior to the test completion due date. The email comes from a “do not reply” email address and might end

up in your spam. Please check your emails regularly to not miss it, and let me know if you do not receive it or cannot find it. I will pick up your test results and bring them to class.

CLASS POLICIES

Grading Policy

Assignments are scheduled throughout the semester and are all listed and described on Learning Suite. ***See details about specific assignments to know which ones are due on LearningSuite and which ones should be brought to class*** (usually at the beginning of class). Assignments are docked 10% per day late, up to 50%. You can hand in an assignment until the last of class for 50% credit.

In the case of unexpected hardship (i.e., illness or other matters beyond your personal control), please communicate with me about your personal situation. However, I expect you to be responsible and turn things in ahead of time. If you are going out of town, be absent from class, etc. you will also be responsible for all messages emailed to your account listed through BYU Learning Suite.

Please proofread all assignments. Grammar, spelling, and punctuation will count towards your grade. Also make sure to read the assignment instructions and ask questions before the due date.

Participation Policy

Participation in this class is ***mandatory*** and will be a significant portion of your grade. I expect you to be active in class participation in order to receive full points. If you are on your phone, reading other materials, daydreaming, etc. you are not participating. You are expected to make comments in class.

Throughout the semester we may discuss topics and have conversations that are controversial and provoke uncomfortable emotions. Please be respectful of your classmates' perspectives and respectful in your comments, and keep in mind the words of one of our past University Presidents: "I worry particularly about demeaning comments made about the career or major choices of women and men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010.

Attendance Policy

This course involves a great deal of sharing and discussion of your personal experiences and decision-making process. Class attendance is ***mandatory*** and you will be held accountable for the material taught, planned activities, and assigned homework (attendance and participation points are given at the end of the semester). I encourage students to learn the names of those

in the class and provide support in discussions towards making decisions about a major or career.

Information about registering attendance will be discussed during the first class period. **Attendance is graded as 10 points per class period.** Since various events may affect attendance (add/drop deadlines, illness, etc.), **you are given a 2-class period leeway.** However, I expect you to attend all class periods if you are able. If you have extenuating circumstances, please come speak with me; however, this does not guarantee leniency.

Classroom Procedures

I expect students to arrive on time to class, be attentive, and remain for the entire class. **Laptop computers, phones, and tablets are not useful for this class and use of them will not be permitted unless you have made alternate arrangements with me.**

Documentation of Disability

If you need specific accommodations for this class, please come see me individually as early as possible to make arrangements.

UNIVERSITY POLICIES

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence committed by or against students, university employees, and visitors to campus. As outlined in the university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University requires any university employee in a teaching, managerial, or supervisor role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email,

text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at tiffany_turley@byu.edu or 801-422-7526, or through their website at <https://titleix.byu.edu/resources>. You can also contact them through Ethic Point at 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found on their website at <https://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. “President David O. McKay taught that character is the highest aim of education” (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students’ academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit caps.byu.edu; for more immediate concerns please visit help.byu.edu.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is

completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

Direct Plagiarism-The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.

Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

ASSIGNMENTS AND EXAMS

See the class calendar to see when each assignment is due

1. LIFELINE EXERCISE (50 points)

- **Purpose:** help you understand how your background, life experiences, and individual context have shaped your attitudes, values, beliefs, choices, and actions. People can only make decisions in light of what they know and what they have experienced. Decisions are not made in vacuums, but are centered in our reactions to what we think and believe.
- **Process:**
 - **Use a piece of paper that will be big enough to represent your lifeline** (e.g., poster board, or tape several pieces of copy paper together). You can also create this on work or PDF and submit it online (as long as it includes all the details required).
 - **Draw a line** (doesn't have to be straight) that represents the timespan of your life, starting at your birth. If family experiences prior to your birth (e.g., immigration, religious conversions, etc) had significant impact on your current beliefs and values you may start your line pre-birth. If you do this please place an "x" signifying the joyous occasion of your birth.
 - The end of your line may either represent your current standing or your ideas and hopes for the future. Place an "x" at the point where your current reality exists.
 - **You will then draw lines representing your life events and thoughts.** You will most likely want to include some of the major experiences in your life, such as entering kindergarten, your first summer job, moving, difficult experiences that changed your perspective, etc. You will also want to list major events such as sports activities, special school and extracurricular events, family experiences, and part-time jobs. As you recollect each experience and assess its value, your life line will visually begin to reflect the highs and lows. You can use colors or symbols or use words or phrases to identify the value you ascribe to it. When done, you will also be able to see and interpret patterns that have occurred throughout time.
 - **You are being asked to include specific events in your life.** Some are experiential, but some represent your recollections. You may include as many of these as your desire. Items on your lifeline might include but are not limited to:
 - Any and all career ideas and dreams you've ever had and what sparked them (3)
 - Messages you received (verbally or nonverbally) from family, friends, teachers, society, etc., about schools, learning, careers, and working (3)
 - Any experience or event that may have impacted your lifework path (e.g., going to school, being on a committee or in an organization, moving,

significant life experiences, important achievements, changes in relationships, learning new skills or information) (6)

- All jobs (paid or unpaid) and why you took each job; why you left. This would include major volunteer experiences. If you have had none please indicate this on the back under your name (2)
 - Significant people who have influenced your life, positively or negatively (4)
 - Instances where chance played an important role in your life (2)
 - Times when you decided that you “could not” do certain things. For instance, when you decided you did not like public speaking, math, stage performance, etc. (2)
 - **For grading purposes, I should be able to identify AT LEAST the number of items in parentheses**
- ***Please circle in red the episodes in your life that taught you something about the intersection of gender and career.***
 - On the back of your paper, ***write your name and STDEV section #.*** Under this, please ***write what you have learned about yourself as a result of doing this exercise.*** If you feel that you have not learned from the exercise please describe your frustrations.

2. MAJOR REVIEW CHART (20 points)

Review the BYU major catalog and identify three majors you are the most interested in. Spend time looking up information and talking to people about these majors. Fill out the chart (see LearningSuite) with the information you gathered about the majors. Submit the chart on LearningSuite and bring a copy to class. In class, you will take 1-3 minutes to share some information that you learned about your top major.

3. CAREER FAIR RESPONSE PAPER (50 points)

Attend the Career Fair for at least 30 minutes and visit at least 3 employers. Write a 1 to 2-page response paper about your experience and what you learned. Attendance and paper for the career fair are required.

4. CAREER/INTEREST INVENTORIES SUMMARY (50 points)

For each test (SII and MBTI) describe your code, list your top and bottom careers, and discuss whether or not this information fits with your view of yourself and your interests. Also summarize what suggestions each test has for your career exploration path and how you plan to follow them (or why you do not plan to follow them).

5. VAULT ASSIGNMENTS (10 points each)

Vault is a career exploration resource where you can find information about a variety of professions and fields. Research a career and fill out the chart (see LearningSuite) with information about the career you research. Answer all questions on the chart to receive full credit. See the class calendar to see when each assignment is due.

6. MENTOR INTERVIEW PAPERS (50 points each)

You are to conduct two mentor interviews during the semester. The first requirement is that you choose to interview people who work in a field you are interested in. you then contact the person and pose career-related questions. The interviews can be conducted in person, via phone or skype, or via email (although I would not recommend email because it is harder to gather all the information you might want). **ONLY ONE INTERVIEW MAY BE WITH A FAMILY MEMBER.** There are a lot of resources online suggesting questions to ask a mentor in an informational interview. Upon completion of your interviews, you are to write up a two-page, double-spaced paper (PER INTERVIEW) which explores 1) what you learned about the field and b) your reaction to what your learned. Check the class calendar to see when each paper is due.

Please ensure that at least one of your mentor interviews is with a woman. Also note that for the purpose of this class you are required to interview individuals that have a career that is not a stay-at-home mother.

7. RESUME (50 points)

Please note that this assignment has two parts with two different due dates. Check the calendar.

1. Based on your research write up a rough draft of your resume (see LearningSuite for resources). Bring your draft to class (25 points)
2. Make an appointment with the Career Studio and have them help you learn more about building a resume and a LinkedIn page. Turn in your final resume after your meeting with them by the end of the semester (25 points).

8. JOB SHADOW PAPER (100 points)

For this assignment, you are required to “job shadow” a professional in a career that interests you for at least 2 hours. You are required to spend the entire 2 hours with them **IN PERSON**, observing their work tasks, asking questions and evaluating whether or not this is a career path you think you might want to pursue. You can combine one of your mentor interviews with your job shadow.

You will prepare a 1-2 pages paper reporting what you did for the 2 hours, what kinds of questions you asked, what you learned, and talking about whether you could see yourself in this career.

9. ATTENDANCE AND READING QUIZZES (10 points each)

You will complete a quiz at the end of each class. Your two lowest scores will be dropped. Please let me know in advance if you need to leave class early for a valid reason (i.e., see attendance policy above).

10. FINAL EXAM (150 points)

Build a graduation map. Details will be given in class throughout the semester.

CLASS SCHEDULE

Date	Guest Speaker	Class Topic	Readings	Assignments
1/8/18	Name	Intro to the course		
1/15/18	NO CLASS: MARTIN LUTHER KING JR DAY			
1/22/18		History and current state of women working	SEE LEARNINGSUITE	Lifeline assignment
1/25/18	CAREER FAIR			
1/29/18	Erin Pineda	Choosing a major	SEE LEARNINGSUITE	Major review chart
2/5/18		Career values	SEE LEARNINGSUITE	Career fair response
2/12/18	Kacy Borlik	Interest and personality inventories	SEE LEARNINGSUITE	Vault 1
(Tuesday) 2/20/18	Rebekka Matheson	Decision making and uncertainty	SEE LEARNINGSUITE	Interest Inventory summary
2/26/18	Charlene Crozier	Challenges of the working woman	SEE LEARNINGSUITE	Mentor Interview 1
3/5/18	Christine Isom	Feminism and Intersectionality	SEE LEARNINGSUITE	Vault 2
3/12/18		Gender differences	SEE LEARNINGSUITE	Vault 3
3/19/18		Confidence	SEE LEARNINGSUITE	Mentor Interview 2
3/26/18		Building a strong resume	SEE LEARNINGSUITE	Resume draft 1
4/2/18	Dixie Sevison	Life planning and money	SEE LEARNINGSUITE	
4/9/18		Life-balance	SEE LEARNINGSUITE	
4/16/18		Life after college	SEE LEARNINGSUITE	Job shadow paper Resume final draft

CITIZENSHIP PROJECT PROPOSAL

My citizenship project includes goals that will help me be more involved in my department, as well as in the broader campus community.

1. I will continue attending weekly research meeting and involve colleagues on research project. I will become a more active participant in those meetings by bringing material from my projects and ask for feedback and input. I will also offer feedback and input on colleagues' research projects.
2. I will continue building relationships with colleagues outside of my departments by consulting with them regarding student life issues and research project. I will reach out to new colleagues and try to create new relationships frequently by attending campus wide events.
3. I will continue supervising and mentoring the BYU Women of Color club and will help the students in the club connect with different faculty members on campus to foster mentorship relationships and help them find support.

SCHOLARSHIP PROJECT

My research project takes into account other responsibilities that I have as clinical faculty by setting realistic expectations and goals for myself. What I wish to accomplish by February 2019 includes:

1. Submit two more IRB proposals to get more projects going
2. Finish data analysis of current project and submit data to two conferences.
3. Submit manuscript of current project to peer reviewed journals

To achieve these goals I will set research time each day that I will prioritize and not use for other responsibilities. I will also continue mentoring undergraduate students to help them gain the skills to be part of these projects. I will track my process to ensure that I meet the goals by the set date.